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THE ROLE OF THE PRINCIPAL IN THE ELEMENTARY  
READING PROGRAM IN IOWA

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by  
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## CHAPTER I

### INTRODUCTION

It is obvious that in order to have a successful reading program carried out in a school system or school it is necessary to have proper leadership and supervision. It is assumed that most school districts do not have consultants or supervisors in reading specifically; and as a result, the leadership should be provided by a qualified principal in most cases.

There has been much discussion among the experts in the field of education as to the importance of systematic instruction in reading throughout the elementary school. Principals should give essential help with this, and also see that the teachers have the necessary skills and instructional materials for conducting an adequate reading program.<sup>1</sup> The preceding and many other tasks involve the principal, who is continuously aware and conscientiously attempting to administer a good reading program in his school.

#### I. THE PROBLEM

Statement of the problem. It was the purpose of this study to attempt to determine the extent and type of

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<sup>1</sup>Paul Witty, "The Principal and the Classroom Teacher of Reading," (in) National Elementary Principal, Reading for Today's Children, (Washington, Bulletin of National Education Association, 1955), p. 14.

educational leadership offered teachers in the field of reading by the building administrator, the elementary principal, in selected schools in the state of Iowa.

Justification of the problem. Reading, being one of the most vital and pertinent elements in the education of our youth, requires highly professional skill not only in the teaching of it but in the administering of it. Thus, the present study was undertaken to discover the methods and procedures being used by the elementary principals in Iowa in supervising the reading program. Such information should prove useful in evaluating and criticizing the role being played by Iowa elementary principals in supervising the reading program, and in providing suggestions to those who are unsure what their role is or should be.

## II. DEFINITIONS OF TERMS USED

Sectioning. The term sectioning was interpreted to mean the methods used for the division of groups of children into two or more sections of the same grade.

Grouping. It should be clearly understood that the term grouping as referred to in this study means the grouping of children within a particular classroom. Therefore a clear distinction is present when referring to the meaning of sectioning or grouping.

Retention. The references to retention have to do with the reassignment to repeat the work of the same grade so far as it has been concerned with the reading program.

Reading readiness. Readiness in this study should be interpreted to mean the development of a general, mental, emotional, and physical preparedness for reading.

Remedial reading. Any reference to remedial reading should be interpreted to mean the re-teaching of the techniques and skills that were not mastered the first time taught.

Phonics. Phonics will be defined as the science of speech sounds and their representation as applied to reading.

### III. PROCEDURES

The data were compiled from two sources: (a) a review of current literature, and (b) information obtained from elementary principals in Iowa.

Research was carried out through a questionnaire mailed to all members of the Iowa Elementary Principals Association, nearly 400 mailings. The questionnaire was developed in cooperation with the committee revising the Iowa Elementary Handbook on Reading. First, the questionnaire was tentatively drawn up by the investigator and then submitted to the editor. Suggestions by the editor for revision were considered and adopted.

The questionnaire was then examined by the handbook committee and minor revisions were suggested. After a final revision the questionnaire was again submitted to the advisor and approved.

Questions were asked concerning the concepts and beliefs of the building administrator in areas of reading supervision, including sectioning, grouping, retention, the extent to which formal reading should be part of the kindergarten program, and the place of phonics. A further series of related questions was asked concerning actual building practices regarding the above beliefs. The questionnaire sought answers as to the size of the school served and the nature of the supervisory position. The principals were questioned concerning the major problems confronted by them in the supervision of the reading program. Opportunity was offered for the principals to list recommendations regarding areas they would like stressed in the Iowa Elementary Handbook on Reading. (See Appendix.)

A comparative study was made of the principals' beliefs concerning the various reading practices, and the building policies.

A comparative study was made of answers received from principals serving in the smaller school systems (less than 3000 total student population) with that of the larger systems. This evaluation is intended to show differences, if any, in problems and need in larger and smaller systems.

Major problems concerning supervision were tabulated in order of importance, according to frequency of mention by principals.

#### IV. ORGANIZATION OF THE STUDY

Chapter II will be a review of the current literature on the reading program conducted in the elementary school as it concerns the administration, with specific emphasis on the principal's role.

Chapter III will consist of the results of the comparative studies made and an evaluation of the major problems concerning supervision. This chapter will be a presentation of the problems in reading practices and the supervision thereof.

Chapter IV will consist of a summary and conclusions. This portion of the field study is intended to summarize as well as to offer conclusions regarding the issues dealt with.

## CHAPTER II

### REVIEW OF THE LITERATURE

A review of the related and current literature dealing with specific aspects of the subject of reading seemed necessary to fully understand the situation that exists in Iowa as it is presented in this field study.

The first part of the review will be a brief summary dealing with the current knowledge and trends in some of the general phases of reading pertinent to this report. The second portion will treat the importance of the administrator's role in the reading program.

#### I. CURRENT KNOWLEDGE AND TRENDS IN SOME ASPECTS OF READING INSTRUCTION

The main concern of the modern reading program is to develop competent, well-rounded readers who are capable of reading a wide variety of materials with a reasonable degree of understanding. The aims of such a program remain unfulfilled unless the reading process becomes a useful tool.<sup>1</sup> To become a useful tool, the reading process must be considered in its entirety. A reading program in a specific school must be thorough enough to meet the reading needs of the children it involves. The administration, the principal,

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<sup>1</sup>Sam Duker and Thomas P. Nally, The Truth About Your Child's Reading (New York: Crown Publishers, 1956), p. 65.

and the teacher must be prepared to deal with the retarded reader as well as the advanced reader.

No single method of organizing the reading program in elementary schools will always meet perfectly the educational needs of all children. Reading is definitely a complex process; and because it has so many facets, the teaching of reading also is complex. No single approach, such as phonics or sight-words, can cover the scope of skills that an efficient reader uses. We are agreed that there is no one best method of learning to read, and therefore no one best method of teaching children to read. Conscientious reading teachers make proper use of all the tools and techniques available at the time most suitable for using them. They do not speak of the method of teaching reading because they understand that reading is composed of several distinct phases and that the teaching of it requires using the best methods that professional theory, research, and the practical common sense of competent teachers have been able to devise.<sup>1</sup>

An essential factor in the reading instruction program is that of insuring readiness to read. Some of the reasons for variations in readiness levels of children include home environment and experience, ability to hear and

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<sup>1</sup>A Report of a Conference of Reading Experts, Learning To Read, (Princeton, New Jersey, Educational Testing Service, 1961), p. 5.



see clearly, language ability and vocabulary, and interest in reading. To the amazement of their parents, children may vary greatly in their abilities and interests even within the same home. It would then naturally follow that they will differ in their responses to printed words and in their need for the pre-reading activities that are known as the reading readiness program. A few children entering first grade have already begun to read; most of them are ready to begin reading instruction; some of them are not yet ready.

Reading readiness activities should never exist on so formal a basis as to delay those children who have started to read on their own, or to deny the opportunity to start learning to read at once to those who are ready to do so. Nor should such activities ever be unnecessarily prolonged. However, for children who are slow in perception, who lack kindergarten or comparable experiences, or whose language background is not English or is meager, special activities may have to be used to prepare them for induction into the regular reading instruction program.<sup>1</sup>

In an informative study exemplifying the importance of reading readiness, a total of 62 children of comparable ability and of the same age group were divided into two classes, one to be called the experimental group and the other the control group. Each group was taught by a different teacher for a period of two years through grades 1 and 2. The experimental class followed the procedure of a thorough readiness program with formal reading to begin only when a child was sufficiently prepared for systematic

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<sup>1</sup>Ibid.

reading instruction. On the other hand, the control class began the formal, systematic program immediately in the first grade.<sup>1</sup>

The conclusions drawn from this experiment were as follows:

1. Tests results indicated that the experimental class attained equal achievement with the control class by the end of the two years. Further follow-up showed equality after the third year.
2. The experimental group were shown to be above the control group in other skills, such as work-study skills, basic language skills and basic arithmetic skills by the end of the third year.
3. The time spent by the control group in the early months of the first year on academic learning could have been used with profit to develop the social and emotional growth of the control group.
4. In addition to their achievement in the academic areas the experimental class had many more experiences including oral language activities, the creative and manual arts and participation in democratic process.<sup>2</sup>

Once the children have begun to take part in the regular instructional program they need to begin learning phonics. Many experts agree that phonics is an essential among the word recognition skills to be learned. The chief skills the children need to master for using phonics in reading are:

1. Learning to analyze words by identifying familiar elements in new words.
2. Building a stock of letter sounds, phonograms, and common syllables.

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<sup>1</sup>Beatrice Bradley, "An Experimental Study of the Readiness Approach to Reading," Elementary School Journal, XXX (February, 1956), 262-67.

<sup>2</sup>Ibid.

3. Learning to blend sounds in words for pronunciation clues.
4. Forming the habit of "reading through" words accurately from left to right.
5. Combining partial sounding clues with context clues automatically in fluent silent reading.<sup>1</sup>

Phonics has been a controversial topic for many years. Smith presented a summary of the main findings from 24 research studies concerning phonics. The evidence did not support the assumption that all children need phonics. Phonics is useful with pupils who need word recognition help, but is most effective when taught functionally and when related to children's specific reading needs. Instruction in phonics is apparently of most value in grades 2 and 3.<sup>2</sup>

Teaching of the use of configuration and context clues should be supplemented with phonics work, and more attention should be given to both visual and auditory discrimination in teaching all types of word recognition.<sup>3</sup>

If a program of reading instruction is to be effective, it is necessary for it to contain a carefully planned word recognition program, based in the initial stages upon words

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<sup>1</sup>Gertrude Hildreth, Teaching Reading (New York, Henry Holt and Company, 1958), p. 335.

<sup>2</sup>Wila B. Smith, "What Research Tells About Word Recognition," Elementary School Journal, LV (April, 1955), 440-46.

<sup>3</sup>Arthur E. Traxler and Ann Jungeblut, "Research in Reading During Another Four Years," Educational Records Bulletin No. 75 (New York, May 1960), 124.

commonly spoken by children. This program should be taught regularly and systematically; and its pattern and terminology should be consistent within a school system from year to year.<sup>1</sup>

Although the purpose of remedial reading is clear cut, there has been much discussion and controversy regarding the most effective time to begin such a program. Some educators feel that remedial reading instruction should begin in earlier grades than it has in the past.

There are, of course, several methods of teaching remedial reading. The following study is an example of research to which the reading supervisor will be alert. This study involved a group of 65 children, ages 7 to 9 years, who were approximately two years retarded in reading. They were divided into two groups and appeared to be quite closely matched according to mean IQ. Two methods of teaching remedial reading were presented in order to compare and estimate the value of each.

One was a mixed method combining look and say, sentence, and phonic approaches; and the other was the Moxon method which was a visual phonic approach and considered an active method because the child had to do everything himself.

Both groups met every day for 117 sessions with 15 minute class periods. The gains in reading age indicated a difference of about  $\frac{1}{2}$  grade in favor of the groups taught by the Moxon method.

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<sup>1</sup>Report, op. cit., p. 9.

The difference was significant at the one per cent level of confidence and, therefore, there is justification for considering the Moxon method the more effective.<sup>1</sup>

One of the most important aspects of preparing for reading instruction in the primary grades is to group the children within a particular classroom according to their specific reading needs. It has been stated, generally, by reading consultants, that the most important reason for grouping children within a class is to insure that each child will be placed where he can work with several other children who need to master the same skills that he also needs to master at the particular time, or who need to practice special skills.<sup>2</sup>

But if small group instruction in reading within a classroom is to be effective, the groups must be flexible and composed of different children at different times for different purposes. Schemes of flexible grouping within a class--dividing the pupils of the class into four or five working groups for each of many different daily purposes--is of great value when skillfully managed.<sup>3</sup>

Reading instruction and reading experiences in the lower grades should not be restricted to the pages of the basal readers, and are not in good schools.

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<sup>1</sup>P. W. Ace, "A Remedial Teaching Scheme: Introducing a New Reading Method," British Journal of Educational Psychology, XXVI (November, 1956), 191-93.

<sup>2</sup>Helen Heyl, "Grouping Within The Classroom," (in) National Elementary Principal, Reading for Today's Children, Washington, Bulletin of National Education Association, 1955, p. 83.

<sup>3</sup>Ibid.

Young children read many books including literature, social studies, arithmetic, science, and health, and as a result their reading vocabulary and language experience greatly exceed those provided in the basal readers. In addition, the children are reading supplementary books from the school libraries that are rich in words and complex in structure. In this connection, it is important that boards of education see to it that there are plenty of suitable books in the school libraries and primary classrooms.<sup>1</sup>

## II. THE ADMINISTRATOR'S ROLE IN THE READING PROGRAM

The elementary principal performs many and varied tasks in fulfilling the obligations of his job. One of the principal's greatest responsibilities is leadership in the supervision of instruction.<sup>2</sup>

No reading program is better than its leadership. The principal is in the best position to challenge classroom teachers to achieve a good, well-rounded program. Continuous progression in reading from one grade to another flourishes

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<sup>1</sup>Report, op. cit., p. 11

<sup>2</sup>William Hicks and Marshall Jameson, The Elementary School Principal At Work (Englewood Cliffs, N.J. Prentice Hall, Inc., 1957), p. 49.

and good instruction at the classroom level is obtained only when leadership is exercised.<sup>1</sup>

Among the ways in which principals are able to offer the desired leadership and at the same time present the proper challenge to the classroom teachers to achieve the ultimate goals of the school system is, first of all, to make their teaching staffs aware of the school's basic philosophy regarding the reading program. Working together, the principal and the staff must develop this philosophy in order for true acceptance to be achieved. Everyone concerned should be informed and in agreement with all phases of the reading program including the place of basic readers, grouping for instruction, supplementary readers, library books, the place and extent of the remedial reading program and reporting procedures.

The principal will accomplish very little by trying to superimpose his own ideas on his staff. Teachers tend to be most effective when they have had a chance to participate in the formulation of basic adopted ideas. Therefore, study groups and curriculum committees should include both principals and teachers when consultation is necessary to investigate the desirability of adopting changes.<sup>2</sup>

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<sup>1</sup>D. M. Jones, G. Cross, and H. G. Walters, "The Principal Helps with Reading," (in) National Elementary Principal, Reading For Today's Children (Washington, Bulletin of National Education Association, 1955), p. 192.

<sup>2</sup>Duker and Nally, loc. cit.

The aforementioned idea of including the teachers in the establishing and developing of the basic philosophy concerning the reading program is one means of maintaining a favorable staff rapport. Building this rapport is one of the principal's most important tasks. He must get across to the teachers the idea that his major purpose in the school is to help them be more effective in their jobs.

Another way of seeking to establish the desired rapport is that the principal must be constantly alert to seize opportunities to work closely with the staff to accomplish their eventual goals. The reading program presents a fine opportunity for the principal to do just that. Almost all teachers, as well as many parents, recognize the importance of reading. Therefore, teachers are often very eager to receive whatever help the principal can provide.<sup>1</sup>

The principal must be available to the staff as much as possible. A teacher's inability to see him when a problem arises discourages the good rapport that exists.<sup>2</sup>

The principal should establish a policy of meeting with individual teachers regularly. Several objectives can be achieved through these meetings, including discussion of classroom observations, a form of progress reporting or

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<sup>1</sup>Levin B. Hanigan, "The School Principal and the Reading Program," Ginn and Company Contributions in Reading No. 20, 1957, p. 3.

<sup>2</sup>Ibid.



designs to meet specific purposes of the principal or teacher.

Personal experience seems to indicate that it is best to refrain from criticizing methods and procedures used by a teacher unless others can be suggested. It has likewise proved valuable to focus the attention of both teacher and principal on the children and their problems rather than on the teacher. In effect, this accomplishes the same purpose without being directly critical. There are times, however, when the principal must be specific about personal factors affecting the teacher's work in reading.<sup>1</sup>

Another important phase of the principal's responsibilities is that of public relations, with the main emphasis placed on his contacts with parents. It is assumed that the principal receives more questions from parents concerning reading than on any other areas. Presnall's study summarized responses of 218 parents of fourth and fifth grade pupils in two California schools to find out their reactions toward their reading curriculum. All parents involved indicated the need for more emphasis on phonics, more help in sounding out words, and more oral reading in class. The biggest disagreement between parents and educators was the question of when the alphabet should be taught. Parents generally supported the practice of keeping the child of low reading ability with the same age group, and grouping for reading instruction with pupils of similar ability. The author concluded that a study of this type gives administrators and teachers good basis for explaining the objectives of the

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<sup>1</sup>Ibid., p. 6.

reading program to parents and clearing up any misconceptions that might be in evidence on the parents' part.<sup>1</sup>

In working with parents the principal and staff should avoid giving too much time to details of method. The purpose of conferences and discussions is not to make reading teachers out of parents. Most of the actual teaching should be left to the professional staff, and the time spent with parents devoted mainly to interpreting objectives and ways in which parents can help achieve them. At times, work at home may be desirable, but it should be planned by the parent and teacher together. Discussions on child development and how children learn are particularly pertinent. Excellent films help to create better understanding on the part of parents. The tendency to reply to questions with technical terms -- structural analysis, word-recognition clues, phonograms, phonetics, context clues, etc. -- should usually be avoided.<sup>2</sup>

Since our heading for this portion stated specifically "The Administrator's Role in the Reading Program," it is necessary to offer comments dealing with the administration other than the principal. This, of course, would include the superintendent and any others in the administration in decision-making positions. It is felt that the role here is clear-cut -- that of creating the best possible environment for reading achievement.<sup>3</sup> This environment would include appropriate health facilities, correct lighting, and the

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<sup>1</sup>Hugo E. Presnall, "Parents' Opinions of Reading Instruction," *Elementary English*, XXXIII (January, 1956) 29-33.

<sup>2</sup>Hanigan, *op. cit.*, p. 7

<sup>3</sup>Mary C. Austin, Clifford S. Bush and Mildred H. Huebner, *Reading Evaluation*, (New York, The Ronald Press Company, 1961), p. 109.

materials available, among other things.

Reading experts relate that a characteristic noted in schools with strong reading programs was active and informed leadership by the superintendents, principals, and supervisors. Such leaders know what good reading instruction is and insist upon it in their schools. Good classroom teachers thrive in such company.<sup>1</sup>

The principal's accomplishments concerning the reading program are dependent upon his degree of knowledge about methods, techniques and materials; and upon his competence in the area of human relations.

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<sup>1</sup>Report, op. cit., p. 14

## III. SUMMARY OF CHAPTER II

The following items summarize the literature presented in this chapter:

1. Successful reading programs employ teachers who make appropriate use of all the tools and techniques available at the time most suitable for using them.
2. A good reading readiness program not only prepares the child for reading but also provides an atmosphere conducive to social and emotional development.
3. It has been shown that phonics has its place in a carefully planned word recognition program and instruction in phonics apparently is of most value in grades 2 and 3.
4. One of the more effective methods of instruction for remedial reading involves the visual phonic approach which places a great deal of emphasis on the activeness of the child in the remediation process.
5. Grouping procedures must be skillfully handled in order for the maximum benefit for the child to be achieved.
6. Principals and teachers should work together in establishing the basic philosophy of the school, especially concerning the reading program.

7. Continuous communication between principal and teacher should be practiced in order for smoothness of operation to be maintained.
8. The proper approach in handling pertinent questions about reading asked by parents is of utmost importance.
9. Administrators should continually strive to improve the physical features affecting the reading program, in addition to the instructional procedures.

### CHAPTER III

#### RESULTS OF COMPARATIVE STUDIES AND AN EVALUATION OF THE MAJOR PROBLEMS CONCERNING SUPERVISION

Through the comparative studies and the evaluation presented in this chapter a definite picture concerning the role of the Iowa elementary principal in supervising the reading program should be established. It was the intent of the questionnaire from which the information in this chapter was taken, to present an over-all view of the principal's philosophy and practices concerning reading whether he be in a large school system or a small one.

The first section of the study will be devoted to an attempt to point up the differences, if any, between the principal's beliefs concerning the various reading practices, and the building policies. This will be followed by a comparison of the answers received from principals serving larger and smaller school systems. The third section is to be devoted to a summary of the major problems in the reading program that confront both principals and teachers. The summary is based on 335 replies received.

##### I. THE PRINCIPAL'S PHILOSOPHY AND THE ACTUAL BUILDING PRACTICES

An important part of most commercial basal reading series is the readiness program. The use of such programs,

especially as low as the kindergarten level, is a controversial topic on which principals were asked to express their opinions and report practices in their schools.

The questions were:

1. Would you recommend that a commercially produced readiness program begin in kindergarten?
2. Does a commercially produced readiness program in your system begin in kindergarten?

Distribution of answers were as follows:

	Yes to <u>Both</u>	Yes to 1 <u>No to 2</u>	No to <u>Both</u>	No to 1 <u>Yes to 2</u>
Distribution by number	223	25	56	28
Per cent <sup>1</sup> of total	66.6%	7.5%	16.7%	8.4%

Most of the schools use commercially produced readiness workbooks published by the same company that produced the reading series. Better than half of the principals reported that these workbooks are utilized at the kindergarten level in their schools. The majority also believe that they should be introduced at the kindergarten level.

The amount of reading, if any, to be taught in

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<sup>1</sup>Due to the fact that some principals did not answer all the items on the questionnaire, the percentages shown in the tables in this chapter may not necessarily add up to 100%. On the other hand, on some items principals were allowed to indicate more than one choice. In such cases the total percentages add up to more than 100%.

kindergarten raises a considerable degree of controversy among administrators.

The questions were:

3. What, if any, reading would you like to see taught in kindergarten?

4. Which statements best describe the reading program as taught in your kindergarten?

Responses to the questions were distributed as indicated in the following tabulation:

<u>Statement</u>	<u>Opinion as to Program</u>	<u>Per Cent of total Responding</u>	<u>Practice as to Program</u>	<u>Per Cent of total Responding</u>
a. None	32	9.6%	24	7.2%
b. Recognition of child's own first name	181	54.0%	137	40.9%
c. Recognition of common action words: run, jump	90	26.9%	50	14.9%
d. Recognition of objects in the room: desk, door	120	35.8%	68	20.3%
e. Introduction to the pre-primers for all who appear ready	84	25.1%	38	11.3%
f. Completion of the pre-primers for all children	4	—	2	—
g. Undecided	10	3.2%	1	—



Most principals feel that some reading should be taught in kindergarten. The most common item in opinion and practice was that of the teaching of the recognition of the child's own first name. As was shown by the percentages, the opinions ranked slightly higher than the practices with all of the corresponding statements.

Many of the large elementary schools in Iowa are being faced with conflicting ideas on the part of school administrators and the general public alike concerning the most beneficial methods of sectioning classes.

The questions were:

5. Administrators of large elementary schools are usually faced with the question regarding how best to divide groups of children into two or more sections of the same grade. What method of sectioning grades, in your opinion, is the best and most practical?
6. Which of the following methods is practiced if your school is larger than a single unit building?

The following tabulation indicates the distribution of answers to the questions:

<u>Statements</u>	<u>Opinion as to Method of Sectioning</u>	<u>Per cent of total Responding</u>	<u>Practice as to Method of Sectioning</u>	<u>Per cent of total Responding</u>
a. Alphabetical- every other boy and every other girl, making for an equal distribution by sex	28	8.4%	24	7.1%
b. Continuation of the pattern set in kindergarten; a break up of groups may cause emotional disturbances	11	3.3%	10	2.9%
c. Modification of a or b; transfer of a few individual pupils to break up undesirable combinations	55	16.4%	44	13.1%
d. Section based on the ability to learn	56	16.7%	44	13.1%
e. Section based on readiness to grasp new reading skills (ungraded concept at least through the primary grades)	68	20.3%	38	11.3%
f. Undecided	5	1.5%	0	0

Indications are that the ungraded concept is gaining in acceptance across the state, shown by the percentage of opinion favoring it. Although the percentage reporting that statement e is practiced is not as high as that for statements c and d, this can probably be explained through the relative newness of the idea.

In most cases, school policies regarding retention can be closely identified with the reading program. Principals were given the opportunity to indicate their view and the method practiced in their schools concerning retention.

The questions were:

7. Which of the views expressed below best describes your opinion regarding retention as concerned with the reading program?

8. What practice do you follow in your building regarding question number 7?

Responses to the questions were distributed as follows:

<u>Statements</u>	<u>Opinion Regarding Retention</u>	<u>Per cent of total Responding</u>	<u>Practice Regarding Retention</u>	<u>Per cent of total Responding</u>
a. A child who fails to complete the reading work assigned to a grade level should be seriously considered for retention. Such a determination would depend, of course, upon the child's age and size.	18	5.4%	15	4.5%
b. I believe in attempting to adjust the reading program within a classroom to the readiness level of the child. Retention is sometimes a useful tool for a				

	<u>Opinion</u> <u>Regarding</u> <u>Retention</u>	<u>Per cent</u> <u>of total</u> <u>Responding</u>	<u>Practice</u> <u>Regarding</u> <u>Retention</u>	<u>Per cent</u> <u>of total</u> <u>Responding</u>
select few children, dependent upon their need and parental understanding and cooperation	182	54.3%	171	51.0%
c. I do not believe in retention. Children should proceed at their own rate of learning. I would like to reduce the range in learning rate within a class- room by adopting some of the prin- ciples of the ungraded plan.	35	10.4%	16	4.8%
d. Undecided	0	0	0	0

We still have too many schools and administrators clinging to the old "meet the grade standards or else" philosophy. However, the majority would adjust the reading program to the child's level of readiness, with retention to be used for a select few children dependent on their need and with parental understanding and cooperation. A few principals did not favor any part of a retention program but rather favored the concept of the ungraded plan.

As soon as it has been determined that a child is retarded in his reading remedial instruction should begin. Principals recorded their opinion and practice regarding the grade level the determination can best be made.

The questions were:

9. At what grade level do you feel the remedial reading program should begin?
10. At what grade level does remedial reading begin in your school?

Distribution of responses is shown in the following tabulation:

<u>Grade level</u>	<u>Opinion</u>	<u>Per cent of total Responding</u>	<u>Practice</u>	<u>Per cent of total Responding</u>
First grade	31	9.3%	18	5.4%
Second grade	58	17.3%	20	5.9%
Third grade	57	17.0%	28	8.4%
Fourth grade	28	8.4%	26	7.8%

The response to the first question in the area of remedial reading indicated a lack of understanding of the role and place of remedial reading as shown by the grade level remedial work was reported to begin.

Principals were asked to express their opinion and practice regarding the size of the groups for a remedial instructional period.

The questions were:

11. Some remedial teachers work with children on an individual basis while others work with small groups of children with similar difficulties. What practice would you recommend?

# 12. What plan is followed in your school?

Responses to the questions were distributed as follows:

<u>Method</u>	<u>Opinion as to plan</u>	<u>Per cent of total responding</u>	<u>Practice as to plan</u>	<u>Per cent of total responding</u>
Individual Basis	52	15.5%	43	12.9%
Small Group	65	19.4%	47	14.0%
Other	12	3.9%	8	2.4%

There does not seem to be a marked difference between individual and small group remediation in either opinion or practice. We assumed then that the most favored method is the one most adaptable to the particular situation.

The length of time for a remedial reading period poses a controversial question. The principals offered a variety of answers as shown below.

The questions were:

13. What in your opinion is a desired length of time for a remedial instructional period?

14. How long are the instructional periods in your school?

Distribution of responses is indicated in the following tabulation:

<u>Time Allotment Per Period</u>	<u>Opinion as to time</u>	<u>Per cent of total responding</u>	<u>Practice as to time</u>	<u>Per cent of total responding</u>
15 min.	22	6.6%	11	3.3%
20-25 min.	44	13.1%	33	9.8%

<u>Time Allotment Per Period</u>	<u>Opinion as to time</u>	<u>Per cent of total responding</u>	<u>Practice as to time</u>	<u>Per cent of total responding</u>
25-30 min.	57	17.0%	35	10.4%
31-35 min.	5	1.5%	3	-
36-40 min.	7	2.0%	5	1.5%
41-45 min.	12	3.9%	5	1.5%
Over 50 min.	8	2.4%	6	1.8%

The tabulation indicates that the principals favor approximately 20 to 30 minute remedial reading periods in both opinion and practice.

Another much debated topic is that of how many weeks it would take to sufficiently restore the remedial case to accepted normalcy in reading.

The questions were:

15. Obviously children often need a varying number of lessons, depending on their deficiencies. About how many weeks during the school year, in your opinion, should provide the time necessary for remediation for most individual cases?
16. How many weeks during the school year are most individual remedial students enrolled in your program?

Responses to the questions were distributed as indicated in the following tabulation:

<u>Time for Remediation</u>	<u>Opinion as to time</u>	<u>Per cent of total responding</u>	<u>Practice as to time</u>	<u>Per cent of total responding</u>
Depends on Child	30	8.9%	2	--
Full year	39	11.6%	35	10.4%
$\frac{1}{2}$ year	12	3.9%	3	--
$\frac{1}{4}$ year	22	6.6%	10	3.2%
Summer work	6	1.8%	2	--

The greatest percentage in both opinion and practice showed a full year as the most acceptable time. Several principals indicated that it would depend on the child but only two principals said they dealt with the problem in this way.

## II. COMPARISONS OF PRINCIPAL'S ANSWERS IN LARGER AND SMALLER SYSTEMS

The percentages for the comparisons made in this section are based on a total of 133 questionnaires in the above 3000 student population category and 202 questionnaires in the below 3000 student category.

The authority for the supervision of the reading program usually belongs to the building principal. There are, however, others that sometimes exercise this authority and the following will show who these people are and whether they come mostly from larger or smaller school systems.



The question:

Who is directly responsible for the supervision of the reading program in the building under your administration?

Responses were distributed as follows:

School System Above 3000 Total Student Enrollment	Per Cent of Total <sup>1</sup>	School System Below 3000 Total Student Enrollment	Per Cent of Total
Yourself - 71	53.4%	Yourself - 132	65.3%
Elementary Supervisor - 33	24.8%	Elementary Supervisor - 23	11.3%
Reading Consultants - 26	19.6%	Reading Consultant - 1	-
		Individual Teacher - 8	4.0%
		Remedial Reading Teacher - 1	-
		Superintendent - 8	4.0%
		Curriculum Advisor - 10	5.0%

Regarding the question of who is directly responsible for the supervision of the reading program it is shown that, in most cases, the principal himself is responsible in both larger and smaller systems. However, a wide variation of others holding the responsibility of supervision was pointed up in the smaller school systems whereas elementary

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<sup>1</sup>Due to the fact that some principals did not answer all the items on the questionnaire, the percentages shown in each "per cent of total" column may not necessarily add up to 100%.

supervisors and reading consultants were the only others mentioned in the larger school systems.

It is assumed by some educators that the larger schools might be inclined to follow more progressive methods of sectioning than smaller schools. The following comparison should reveal whether this assumption has merit or not.

The question:

Which method of sectioning grades is practiced in your schools?

- a. Alphabetical - every other boy and every other girl, making for an equal distribution by sex.
- b. Continuation of the pattern set in kindergarten; a break up of groups may cause emotional disturbances.
- c. Modification of a or b; transfer of a few individual pupils to break up undesirable combinations.
- d. Section based on the ability to learn.
- e. Section based on readiness to grasp new reading skills. (Ungraded concept at least through the primary grades).
- f. Undecided.

The responses were as follows:

34

<u>Above 3000</u>	<u>Per cent of total</u>	<u>Below 3000</u>	<u>Per cent of total</u>
22 answered a	16.5%	29 answered a	14.4%
11 answered b	8.3%	14 answered b	6.9%
30 answered c	22.6%	40 answered c	19.8%
28 answered d	21.1%	40 answered d	19.8%
31 answered e	22.3%	19 answered e	9.4%
0 answered f	0	3 answered f	1.5%

The comparison made dealt with the question of the method of sectioning grades being practiced in the various schools. Most generally, this comparison showed very little difference except in parts d and e of the question. In reference to parts d and e, the smaller school systems more frequently sectioned according to ability to learn rather than according to readiness to grasp new reading skills, while the opposite was true in the larger school systems.

The following comparisons indicate whether any differences exist in philosophy concerning remedial instruction time between the large and small schools of Iowa.

The question:

If your school conducts a remedial reading program,  
at what grade level does it begin?

Distribution of answers was as follows:

<u>Above 3000</u>	<u>Per cent of total</u>	<u>Below 3000</u>	<u>Per cent of total</u>
1st grade - 12	9.0%	1st grade - 11	5.4%
2nd grade - 16	12.0%	2nd grade - 16	7.9%

<u>Above 3000</u>	<u>Per cent of total</u>	<u>Below 3000</u>	<u>Per cent of total</u>
3rd grade - 14	10.5%	3rd grade - 30	14.9%
4th grade - 26	19.5%	4th grade - 31	15.3%
5th grade - 3	2.3%	5th grade - 3	1.5%
6th grade - 2	-	6th grade - 1	-
7th grade - 2	-	7th grade - 1	-

The question:

Many schools do not offer a remedial reading program beyond one of the intermediate grades. What, in your opinion, would be the grade level at which remedial instruction should generally be concluded?

Responses were distributed as follows:

<u>Above 3000</u>	<u>Per cent of total</u>	<u>Below 3000</u>	<u>Per cent of total</u>
4th grade - 1	-	4th grade - 6	3.0%
5th grade - 3	2.3%	5th grade - 3	1.5%
6th grade - 14	10.5%	6th grade - 37	18.3%
Jr. High - 20	15.0%	Jr. High - 44	21.8%
Sr. High - 14	10.5%	Sr. High - 24	11.9%
No need - 78	58.7%	No need - 77	38.1%

Of the principals representing the school systems with over 3000 student population, several of them indicated that remedial instruction should terminate only when it is felt that the individual no longer has need for such

instruction whether he be in the fourth grade or the twelfth. The number of principals involved in the foregoing is indicated under the column headed no need (i.e., no need to conclude the instruction at a specific level).

Concerning the questions of when to begin and when to end remedial reading programs the results indicated very few, if any, discrepancies between larger and smaller school systems.

### III. SUMMARY OF MAJOR PROBLEMS CONCERNING SUPERVISION

The last item on the questionnaire was devised to give the principals the opportunity to list the major reading problems referred to them by their teachers. The principals made reference to the problem areas they would specifically like to see considered for the new Iowa Elementary Handbook on Reading.

A total of 1,007 problems were presented. Those problems fell rather naturally into fourteen major areas. Questions of a similar nature were combined into composite problems resulting in a total of 118 rather definite areas. The number at the right of the question or heading indicates the number of questions of like nature that were asked.

	37
<u>Instruction methods and practices.</u>	159
What to do with the children working at their seats while a reading group is in session? Types of lessons please !	19
How can I use the workbook to the greatest advantage? Is it necessary to use every page?	18
Suggest worth while activities for the children who have completed their seatwork - a group reading situation.	16
New techniques for developing interest in reading would be welcome especially for the non-reader.	16
What kind of worthwhile seatwork can I use with the less mature child to encourage application?	15
Proportionate time to be devoted to slow readers-low I.Q. group as compared to those with greater potential?	13
By upper elementary teachers are not convinced that grouping for reading is necessary. What is the answer?	10
How much time should be allotted to reading per week for grades 1-6?	8

	38
Ways to determine a desire to do outside reading among the older students.	7
How to overcome a loss of interest when a group hears a story read by another group?	7
I need ideas and suggestions for stimulating class and group presentation.	5
How can one cultivate a positive attitude toward reading?	4
Is there a relationship between reading and spelling? Should they be correlated?	4
Should I use the reading program or the science- social studies books to teach reading skills?	4
My teachers seem unable to cope with the new recommendations for teaching reading. What inservice training would you suggest? Phonetic help needed especially.	3
Value of a good reading assignment and how to make it.	3
How to make selective or extended reading more meaningful or purposeful?	2

	39
How can we best meet the need of children with impaired vision or hearing?	1
How much word recognition and sight reading should be taught?	1
Amount and type of homework?	1
How complete should a record of a child's reading progress be?	1
How can the reading program be best evaluated by the principal?	1

### Meeting individual differences

140

I already have three reading groups, what can I do for Jim and Joe who are too slow for my lowest section? Many of their problems are due to the fact they recently moved to our school and are behind.	27
What can I do for the discouraged slow learner who has given up trying? Devices and materials that would be helpful.	27
What to do with the slow or so called "non-reader" within a normal I.Q.	17



What to do with the child who reads at 31 level but is in 52 and finds it nearly impossible to read social studies, science, arithmetic, etc.	14
What to do with the child with a borderline I.Q. (80-82) who doesn't fit any group?	14
How can I receive parent cooperation in grouping? Suggestions needed as to techniques for informing parents of the reading program.	14
How can we best help the immature child?	12
How can we effectively provide for individual differences?	10
How do we help the below grade level child develop interpretative skills?	3
Is there a relationship between I.Q. and success in reading?	1
What to do with the extremely slow reader or poor reader in a class of 30-35 when ability grouping is not used.	1
<u>Materials.</u>	128
What supplementary materials are needed for a good reading program? How should they be used?	40

How to motivate and challenge children with above average ability to achieve or grow in reading?	27
Enrichment materials - what, how and when to use?	16
Need for a listing good materials of high interest level for the slow reader.	12
What sequence of books should I follow? (supplemental or go in the next basic book)	8
How should the teachers manual be used?	5
Should students complete all basic readers before moving to next year or grade?	4
Should students advance into the next grade level in reading if they are ready? (a second grade child to a 32 book as an example.)	3
Which text book series is best as a basic?	3
Is it necessary to have a basic reading series?	2
Should one stick to one basic series for all groups?	2
A section is needed on the care and repair of books.	1
How desirable is a central library?	1

Should we change to a different book and which one, if we have to keep a group on the same reading level they just finished because his skills do not measure on basic test, at least to the "average" range.	1
Can a multiple text plan be used effectively?	1
How can I teach supplemental readers without a manual?	1
Vertical development vs. horizontal enrichment - how far should we go with each?	1
<u>Grouping.</u>	119
How shall we group for reading instruction?	82
Should we shift pupils from one group to another as learning progresses? This question was often raised in connection with the ungraded primary.	20
How many children should be a maximum in a reading group?	5
Ways of helping children moving to a new group - both up and down - to not duplicate or lose out on material covered by the group.	5

Should poor readers always be placed in a group  
by themselves?

4

Should I have more than three reading groups?

The range is so wide in my room that it is  
almost impossible to keep only three groups.

3

### Skills.

105

How can I improve the comprehension of reading  
groups? (to include the improvement of inter-  
pretation and understanding of "factual"  
material as opposed to "stories").

50

What are the reading skills that are important  
at each reading level?

11

Ways to teach a child to skim material and still  
comprehend.

8

How can I develop wide reading habits among my  
pupils?

8

The place of oral reading in grades 4, 5 and 6.

5

I want to know how to develop better listening  
habits.

5

I would like techniques for teaching sequence and  
drawing conclusive.

4

What are the steps in developing independence in reading?	3
How can I overcome lip movements among my boys and girls?	3
How to establish service words such as: the, that, upon, after, this, what, was, saw?	2
I would like suggestions to help my children to over come the difficulty of losing their place during reading group.	2
How to develop the concept that different reading speeds are needed for different materials?	2
How can we develop expression in reading? Some children fail to feel the emotions or see the connection between reading and any vicarious experiences.	2

Evaluation. 75

What measurements can be used to determine reading level for group placement?	31
I need help in evaluation of pupil needs - testing etc. to determine specific reading disabilities including information on basic reading techniques.	20

When is a first grade child ready to learn to read?

How can a teacher be sure?

13

Should children be held to the same instructional material until he has earned at least an "average" score on the basic reading test? Should the child continue work in the same text? How should such tests be used?

5

When may we group in kindergarten to allow the more mature children to progress from the reading readiness materials into pre-primer challenge?

3

I would like to see a section devoted to child reporting with emphasis on how to grade a pupil with a low I.Q., high "I will" and low achievement?

2

Should a readiness test be given at the end of kindergarten?

1

### Word attack.

70

I would like to see a section devoted to the development of the word attack skills.

26

What can I do to improve vocabulary deficiency?

21

How can I teach to assure a carry over of attack skills to other subject fields? Children often have no desire to attack words that are new.	8
I want help with structural analysis and visual scrutiny.	4
How can we help "word readers" to increase eye span?	3
I need help with syllabication and accents.	3
What can I do to help the child who substitutes words of like meaning?	2
How can I help a child with reversal tendencies?	2
I want suggestions to help children who reread words or phrases.	1
<u>Phonics organization and methods.</u>	66
The role of phonetics in the reading program.	32
What helps are available to teach the so called "Phonetically deaf" children phonics?	9
How much phonics should be taught in connection with the reading lesson and how much in a separate class.	8

How can we teach enough phonics without a separate phonics book?	6
I would like a listing of games and devices for phonetic drill.	4
An evaluation of the economy system of phonetic keys would be of value.	3
How can we convince parents that phonics is taught to children in our school?	1
How can an over emphasis on phonics be recognized?	1
Auditory discrimination needs attention in the new handbook.	1
How can we teach a child with a photographic mind to accept the need for phonetic skills?	1

#### Retention.

44

Have studies proven the values of retention for the slow learner?	18
How far should a pupil have progressed in grade level reading materials to enable him to be allowed to continue to the next grade level?	16
What are the standards for promotion?	



If a child falls behind in reading and needs another year for maturity, of what age level will he receive the most benefit from this extra year?

7

Should a student repeat the same material which he has not mastered or should he be given new materials?

3

Readiness.

40

Materials needed and program to be carried out for those needing more reading readiness than normal program.

18

What constitutes an adequate readiness program for beginning reading? (Kindergarten program included.)

12

I feel a need for a handbook for parents on the development of reading readiness for child before he is of school age.

2

I feel we spend too little time on readiness because so much expected of the first grade child in reading mastery.

1

Remedial reading.

24

What is the true purpose of remedial reading?

Who should be included?

18

What simple remedial steps can the classroom teacher take? (Materials suggested)

5

Suggestions for corrective exercises and materials to aid children with specific reading disabilities.

1

What type of tests will best indicate the course to follow in a sound remedial program for grades 3, 4, and 5?

1

Emotional problems.

20

How can we overcome reading difficulties tracable to emotional problems outside of school?

13

How to cope with frustrations caused by parental pressures?

6

How to arouse the dreamers?

1

Instructional organization.

14

Is the Joplin Plan of reading being used successfully in Iowa Schools?

6

Shall we use the individualized method of teaching reading or shall we use basic texts?	5
Is the ungraded primary necessarily superior to our present self-contained classroom with flexible groupings?	2
How to organize reading materials for an ungraded plan?	1

In conclusion, it would seem that the preceding summary of problems would indicate a vital need for the new reading handbook. The wide variety of problems presented by the teachers shows the urgent need for principals to be informed about reading practices.

#### IV. A SUMMARY OF CHAPTER III

1. The principals' philosophy and the actual building practices. In most cases the philosophy or beliefs expressed by principals in the comparisons drawn for this portion of the chapter reflect much current and accepted educational thinking in our changing times. With this in mind it is interesting to note which reading practices are being revised and adopted in the actual reading programs in the state of Iowa. As can be seen, some favored reading philosophies are not being put into actual practice around Iowa in a high percentage of cases.

2. Comparisons of principals' answers in larger and smaller systems. From the comparisons of answers received from principals serving in school systems with more or less than 3000 students it can be seen that some aspects are very similar while others show differences.

Indications are that on the general issues a continuing similarity exists between the large and small school systems. However, the large systems may favor experimentation with and utilization of some new concepts more readily than the small systems. An example of this can be seen in the fact that, in the smaller school systems, sectioning according to ability to learn was more frequent than that according to readiness to grasp new reading skills, which we have referred to in this chapter as the ungraded concept through the primary grades. The opposite was true for the larger school systems.

3. Summary of major problems concerning supervision.

A survey of problems presented on the questionnaire would indicate that many teachers are concerned about instructional methods and the best ways to meet individual differences. If this be the case, principals should first strive to become more informed and competent in these areas especially. The principals need to possess a broad knowledge of the whole reading program, of course, as was shown by the wide variety of problems presented in chapter III.

## CHAPTER IV

### SUMMARY AND CONCLUSIONS

#### I. THE PROBLEM

Statement of the problem. It was the purpose of this study to attempt to determine the extent and type of educational leadership offered teachers in the field of reading by the building administrator, the elementary principal, in selected schools in the state of Iowa.

#### II. PROCEDURE

The data were compiled from two sources: (a) a review of current literature, and (b) information obtained from elementary principals in Iowa.

Research was carried out through a questionnaire mailed to all members of the Iowa Elementary Principals Association. Questions were asked concerning the concepts and beliefs of the building administrator in areas of reading supervision, including sectioning, grouping, retention, the extent to which formal reading should be part of the kindergarten program, and the place of phonics. A further series of related questions was asked concerning actual building practices regarding the above beliefs. The questionnaire sought answers as to the size of the school served and the nature of the supervisory position.

The principals were questioned concerning the major problems confronted by them in the supervision of the reading program. Opportunity was offered for the principals to list recommendations regarding areas they would like stressed in the Iowa Elementary Handbook on Reading.

A comparative study was made of the principals' beliefs concerning the various reading practices, and the building policies.

A comparative study was made of answers received from principals serving in the smaller school systems (less than 3000 total student population) with that of the larger systems. This evaluation was intended to show differences, if any, in problems and need in larger and smaller systems.

Major problems concerning supervision were tabulated in order of importance, according to frequency of mention by principals.

### III. CONCLUSIONS

Principals tend to favor philosophies and practices currently recommended in education literature. It would appear that building practice is often, but by no means always, strongly influenced by the principal's beliefs.

Practices in larger and smaller school systems are similar in many respects. Large school systems may tend to adopt currently favored practices more frequently than do smaller ones.

The range and type of problems reported by principals as being of concern to their teachers, indicate a need for principals to be well informed and resourceful concerning reading instruction.

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APPENDIX

ADMINISTRATORS' OPINIONS  
AND SCHOOL PRACTICES CONCERNING  
READING INSTRUCTION

1. Approximate number of elementary pupils in your entire system ..... \_\_\_\_\_
2. Number of elementary principals in your system .... \_\_\_\_\_
3. Are you a:
  - a. full time elementary principal? ..... \_\_\_\_\_
  - b. a full time principal with both elementary and secondary duties? ..... \_\_\_\_\_
  - c. a classroom teacher a portion of the day in addition to your duties as a principal? ..... \_\_\_\_\_
  - d. a full time classroom teacher with the duties of the principalship in addition?.... \_\_\_\_\_
4. How many years have you served as a principal in this and other systems? ..... \_\_\_\_\_
5. Number of pupils under your supervision ..... \_\_\_\_\_
6. Number of classroom teachers under your supervision ..... \_\_\_\_\_
7. Number of special teachers under your supervision ..... \_\_\_\_\_
8. How much secretarial help do you have?
  - a. None ..... \_\_\_\_\_
  - b. One-half time ..... \_\_\_\_\_
  - c. Full-time ..... \_\_\_\_\_
  - d. Other ..... \_\_\_\_\_

If you responded to d please explain \_\_\_\_\_

\_\_\_\_\_

9. Who is directly responsible for the supervision of the reading program in the building under your administration?
  - a. Yourself ..... \_\_\_\_\_
  - b. Others ..... \_\_\_\_\_

If you responded to b please explain \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

10. From what publisher did you purchase the reading series which is basic to your school?
- 
11. If you use a second series in addition or in conjunction with a basic text from what publisher did you purchase it?
- 
12. Do you use a commercially produced readiness workbook or workbooks in your school? Yes \_\_\_\_\_  
No \_\_\_\_\_
13. If so, are your readiness materials published by the same company that produced your reading series? Yes \_\_\_\_\_  
No \_\_\_\_\_
14. Would you recommend that a commercially produced readiness program begin in kindergarten? Yes \_\_\_\_\_  
No \_\_\_\_\_
15. Does a commercially produced readiness program in your system begin in kindergarten? Yes \_\_\_\_\_  
No \_\_\_\_\_
16. What, if any, reading would you like to see taught in kindergarten? (you may wish to check more than one item)
- a. None ..... \_\_\_\_\_
  - b. Recognition of child's own first name ..... \_\_\_\_\_
  - c. Recognition of common action words such as run, jump, walk ..... \_\_\_\_\_
  - d. Recognition of objects within the room such as desk, door..... \_\_\_\_\_
  - e. Introduction to the preprimers for all who appear ready ..... \_\_\_\_\_
  - f. Completion of the preprimers for all children ..... \_\_\_\_\_
  - g. Undecided ..... \_\_\_\_\_
17. Which statement or statements above best describes the reading program as taught in your kindergarten? \_\_\_\_\_
18. If you believe that a formal reading program should be introduced in the kindergarten what basis should be used to determine when a child is ready for such instruction? \_\_\_\_\_)
- a. Readiness test (Name \_\_\_\_\_)
  - b. Teacher judgement ..... \_\_\_\_\_

- c. At the completion of the readiness workbooks .....  
 d. Undecided .....  
 e. Other .....

19. Do you use additional phonetic workbooks to supplement the phonetic program found in the basic text Yes \_\_\_\_\_  
 No \_\_\_\_\_

If so, what .....

20. How do you feel about the use of supplemental phonetic materials not published as part of the textbook series as a part of general class instruction?  
 a. Strongly approve .....  
 b. Yes, if the teachers can show the need for such materials .....  
 c. Believe it not to be necessary if the text is taught as directed in the teachers manual .....  
 d. Strongly disapprove .....  
 e. Undecided .....

21. At what grade level do you personally believe it no longer generally necessary or practical to group children within a classroom according to their readiness to master reading skills?  
 2nd.....  
 3rd.....  
 4th.....  
 5th.....  
 6th.....  
 others.....  
 no such level...  
 undecided..

22. At what grade level do most of the teachers in your school actually begin teaching reading to the group as a whole, rather than to three reading groups, if at all? .....

23. Administrators of large elementary schools are usually faced with the question regarding how best to divide groups of children into two or more sections of the same grade. What method of sectioning grades, in your opinion, is the best and most practical?  
 a. Alphabetical - every other boy and every other girl, making for an equal distribution by sex .....

- b. Continuation of the pattern set in kindergarten - a break-up of groups may cause emotional disturbances .....
  - c. Modification of a or b transfer of a few individual pupils to break up undesirable combinations .....
  - d. Section based on the ability to learn .....
  - e. Section based on readiness to grasp new reading skills.....  
(ungraded concept at least through the primary grades) .....
  - f. Undecided .....
- 

24. Which of the above methods is practiced if your school is larger than a single unit building?.....

25. Which of the views expressed below best describes your opinion regarding retention as concerned with the reading program?

- a. A child who fails to complete the reading work assigned to a grade level should be seriously considered for retention. Such a determination would depend, of course, upon the child's age and size.....
  - b. I believe in attempting to adjust the reading program within a classroom to the readiness level of the child. Retention is sometimes a useful tool for a select few children, dependent upon their need and parental understanding and cooperation.....
  - c. I do not believe in retention. Children should proceed at their own rate of learning. I would like to reduce the range in learning rate within a classroom by adopting some of the principles of the ungraded plan.....
  - d. Undecided.....
- 
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26. What practice do you follow in your building regarding question number 25? .....

1. At what grade level do you feel the remedial reading program should begin? .....
2. Does your school conduct a remedial reading program? Yes \_\_\_\_\_  
No \_\_\_\_\_
3. If your answer to the above question is yes, at what grade level does remedial reading begin in your school? .....

Many schools do not offer a remedial reading program beyond one of the intermediate grades.

4. What, in your opinion, would be the grade level at which remedial instruction should generally be concluded?
- 4th.. \_\_\_\_\_  
5th.. \_\_\_\_\_  
6th.. \_\_\_\_\_  
other \_\_\_\_\_

Some remedial teachers work with children on an individual basis while others work with small groups of children with similar difficulties.

5. What practice would you recommend? Individual basis \_\_\_\_\_  
Small group ... \_\_\_\_\_  
Other ..... \_\_\_\_\_
6. What plan is followed in your school? Individual basis \_\_\_\_\_  
Small group ... \_\_\_\_\_  
Other ..... \_\_\_\_\_

7. What in your opinion is a desired length of time for a remedial instructional period? minutes \_\_\_\_\_
8. How long are the instructional periods in your school? minutes \_\_\_\_\_

Obviously children often need a varying number of lessons, depending on their deficiencies.

9. About how many weeks during the school year, in your opinion, should provide the time necessary for remediation for most individual cases?

10. How many weeks during the school year are most individual remedial students enrolled in the program?



37. Classroom teachers usually seek advice and counseling from their elementary principal regarding reading problems. You will help the committee a great deal by stating in the order of importance three or more of the major reading problems referred to you by the teachers. These problems should be the ones you would especially like to see developed in the new handbook.

Signature

School

City